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ABSTRACT

Summarized are the components and outcomes of a career education project begun in Oregon in June of 1969. One of the first comprehensive programs in the field, the Careers Oriented Relevant Education program had as its objectives to: (1) plan a program for the public schools based on life career roles, (2) establish effective communication between the educational institutions and the community, (3) provide an experimental program involving a project region, (4) provide inservice and preservice teacher education to assist teachers in becoming careers oriented in their teaching approach, and (5) develop curriculum materials and resources based on the careers approach which could be used to establish other programs. A "four-I" configuration of interests, information, involvement, and implementation was followed in developing, planning, and operating the project. Components included the process dimension, whose concern was modifying the existing curriculum to fit career education objectives, and the planning dimension, concerned with developing a system of participatory management. The staffs of four junior high schools were involved in the project as were top level school administrators, parents, students, and persons from the business and industrial community. Seven appendixes containing additional information supplement the text. (SN)

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Project Director
Division of Vocational, Adult, and
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Oregon State University
Corvallis, Oregon

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**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

Office of Education
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INTRODUCTION AND SUMMARY

In June of 1969 Oregon State University, School of Education, received approval from the USOE Bureau of Research for the C.O.R.E. Project (Careers Oriented Relevant Education). The timing of this proposal funding is important to note in that it was one of the first fundings for the development of a comprehensive school program (K - 14) which focused on utilizing a career education theme, and establishing career education as a high priority in a local school system.

The original proposal and supplement specified the following objectives for the project:

- To plan a program for the public schools (K - 14) based on life careers and career roles.
- To establish effective communication between the educational institutions and the community as a natural outgrowth of a careers oriented curriculum.
- To provide an experimental program involving a "Project Region".
- To provide teacher education (both inservice and preservice) to assist teachers in becoming careers oriented in their teaching approach.
- To develop curriculum materials and other resources based on the careers approach which could be used to establish other programs.

Four expected contributions to education were noted in the original proposal:

- Focusing the curriculum, grades K - 14, on careers, which are tangible overriding goals toward which learning experiences can be made to point; "career consciousness" will pervade teaching and learning.
- Removing the distinction between vocational and academic subjects.

- Articulating the new curriculum through all the grades in school, community colleges, and the teacher preparation programs in four-year colleges and universities.

- Advancing the purposes of ES 70, the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, MDTA and EPDA.

The content of this report attempts to review the procedures followed in implementation, and the results that have occurred as a result of the project. Numerous spin-offs have been generated with the project providing the initial impetus. In many cases the cause and effect relationships are difficult to ascertain, however, there is little doubt that the C.O.R.E. staff provided the necessary capabilities for these expansion activities.

The best examples of the above include the program development in the Springfield School District, career education teacher preservice and inservice at Oregon State University, and throughout the State System of Higher Education, and the Career Information System for the State of Oregon.

Certainly, these and other local and state-wide efforts have resulted due to the consistency of the project goals with those of other influential educational leaders within the state.

The following are examples of the various agencies and organizations that have been involved or affected as a result of the many activities of Project C.O.R.E. These agencies or organizations varied widely in the participation, yet their involvement required coordination by project staff, and on-line participants of the project.

A. Local School District - Springfield Schools
   1. Administration - central office
   2. Local buildings - principals and staff
   3. Springfield Education Association
   4. Other community agencies, public and private
   5. Individual parents and students

B. Local County - Lane County
   1. Lane County Intermediate Education District
   2. Lane Community College
   3. Lane County Cooperative Extension Service

C. State Departments
   1. Career Education Division
   2. Instructional Services Division
   3. Student Personnel Services Division
   4. Employment Service

D. State System of Higher Education
   1. Chancellors office
   2. Each of the six teacher preparation institutions

E. Oregon State University
   1. Divisions of: Vocational, Adult and Community College Education
      Educational Specialist and Foundations
      Elementary Education
   2. Department of Recreation
   3. Department of Family Life

F. Career Information System

The approach of Project C.O.R.E. was one of involvement which encompassed the Springfield Public Schools, the Oregon State Department of Education, Oregon State University, and many other organizations and individuals affected by these agencies.

METHODS AND RESULTS

The purpose of this section is to identify and clarify the results of the three year Project C.O.R.E. (Careers Oriented Relevant Education) in terms of the components of the project which the evidence suggests have the highest potential for transportability and adoption to and in other public school districts throughout the state, region and nation.

The adoption process which typically follows major programs and curriculum efforts of this type is often restricted because of the broad scope and nature of such projects. Final reports are quite often general in nature, tending to a strict documentation of practices and activities which run together in a way that makes identification of potentially useable components difficult for the potential second echelon adopter-user. This effort is intended to assist the future user-adopter in selecting specific units, components or dimensions of Project C.O.R.E. which may have outright utility in a contemporary operation. The extent of modification or adaptation is left to the professional judgment of the adopter-user. No project of the nature and scope of Project C.O.R.E. can be adopted in full and intact by another district or school. Most likely, such potential adopter-users will be interested in certain significant and exciting aspects or components which will require some modification or massaging before adoption can occur. Perhaps this approach to supplementing a final report will enhance that process and contribute to the future useability of the products and processes identified and developed in this Project.

Frame of Reference

The frame of reference within which the project components are described is a "four - I" configuration, namely:

INTEREST
INFORMATION
INVOLVEMENT
IMPLEMENTATION

It is understood that two important steps, PLANNING and DEVELOPMENT, usually precede IMPLEMENTATION. These two steps will be constituted within each component described, as they are inherent in the process of program change. Thus, planning and development are assumeed as integral to each component and will be detailed appropriately within each dimension.

The "Four-I" concept suggests that program modification or change is initiated when there is INTEREST or a felt need for change. Project initiators are responsible for identifying areas in which there is interest in producing change and for matching that interest with a site (school, project center) which research indicates has the highest potential for realizing change. In the case of Project C.O.R.E., the initiator/"idea people" were located in the School of Education, Oregon State University, Corvallis. Their first task was to locate a site at which the idea could be given birth and growth. The site selected was the Springfield, Oregon Public School system. An important criteria, along with the typical demographic, geographic, economic and social criteria, was that INTEREST in the C.O.R.E. idea existed in the school district, and that that interest was broadly shared among administrators, staff and patrons of the district. INTEREST should continue to be a primary consideration throughout project planning and development, and is a key aspect in detailing components.

Once interest in an idea is assured, it is the responsibility of initiators to provide INFORMATION which will stimulate and retain that interest. Information may take many forms, including concepts, principles, results of prior research and development efforts, description of other related projects and programs, and other inputs which will create an attitude of understanding and, to some degree, comfort with the initial proposition.

Before planning can occur, INVOLVEMENT must be assured. The underlying principle in this case is "Those who will live with change must be INVOLVED in designing that change". The initiators' responsibility, then, is to provide for immediate, broad based involvement of those people who will be ultimately charged with implementation. In Project C.O.R.E., the concept of INVOLVEMENT was a primary focus throughout the project's development. Rare were the occasions when this concept was violated. However, when it was ignored, two steps backward were taken for each step forward. The time and effort lost by leaving people out of the process can not be justified. Project initiators must give careful attention, at every step along the timeline of project development, to the proper kind and amount of involvement of the people with whom they are working or will work.

IMPLEMENTATION of a project can occur only after there has been careful planning and development of the several ideas (components, dimensions) which make up that project. Integral in the planning and development process must be the time taken to assure INTEREST of potential participants; that they have accurate and complete INFORMATION; and that they are INVOLVED in a substantive, personal and professional way in the planning and development process.

Most of what follows focuses on components of Project C.O.R.E. which were IMPLEMENTED through a process of gaining INTEREST, providing INFORMATION, and assuring INVOLVEMENT in the planning and development of those components.

The Transportable Components of C.O.R.E.

I. The Process Dimension

The C.O.R.E. concept was postulated in large measure upon the idea that career development is not a "Program" or "Project" but rather a central theme for learning on which much of the present schooling process can be focused. At the center of this focus or theme was the "life roles" concept which suggests that every human being fulfills at least four life roles, namely those of CITIZEN, FAMILY MEMBER, WORKER and USER OF LEISURE OR UNDEDICATED TIME.

Thus, the "Process" of Project C.O.R.E. embraced the approach of modifying the present curriculum in such ways as to focus learning on the real world and life concerns that every learner either now has or will have as an adult. The focus was on identifying those aspects of curriculum which could be modified to capture this, then re-work or re-orient the teaching-learning activity to actualize the concept through a process of change. There were few attempts to replace curriculum, or to do away with basic studies areas or elective areas. Rather, curriculum offerings tended to expand in number and quality. A basic principle was "Not to teach different things..but... teach differently."

In order to function within a process setting, it was essential to involve those to be affected by the potential learning focus modification in designing the strategies for modification. This involvement of people was at the heart of the Project C.O.R.E. development from its inception to and through its implementation.

A. Staff Involvement

The involvement of the practitioner teacher and the school administrator were given the highest priorities in initiating the process dimension. Administrative commitment was secured through a series of information sessions including building principals from four junior high schools in the pilot district. Top level (Superintendent, Program Directors, Coordinators) commitment was secured concurrently with that of the initial junior high school administrators.

Teaching staff from each of the four junior high schools

were provided information-orientation sessions by project initiators, and were invited, through their building principals, to participate in "building planning teams".

Each of the four schools formed a planning team of from five to nine staff, including administrators, teachers and counselors. Each team designed, with the aid of Project staff assigned to each building team, an initial plan of operation for their building.

From the four plans presented, one building was selected by a district wide coordinating committee (made up of administrators, teachers, counselors, parents, students and project staff) as the "focus school". The Thurston Junior High School was to develop a comprehensive career centered program, while each of the other three would concentrate on one or two supportive dimensions which would serve their highest priority needs. Funding support was likewise concentrated on the Thurston plan, with greater opportunity for staff released time for planning the primary advantage over the other buildings.

B. Parent Involvement

Parents were invited to participate and were accepted as full fledged members of building planning teams. Each team had at least two parents regularly involved in its planning. In addition, parents participated within buildings on sub-committee work in departments of language arts, social studies, etc.

Four parents served on the district-wide coordinating committee. They stimulated involvement of additional parents on task force and study groups, worked out ideas for increasing parent involvement in buildings, developed papers indicating parents views of learner needs, and participated in the project policy and decision making processes at several levels.

Neighborhood coffee hours, hosted by parents, were held in the school attendance areas. Teaching staff and building administrators attended these informational meetings to visit with parents. The results included a significant increase in direct parent participation in school activities (both day and night time) and a generally observable increase in interest in and understanding of the C.O.R.E. concept.

C. Student Involvement

Students, like their parents, participated as full fledged members of building and department level planning teams. They served on panels, made presentations to community groups, and had membership and voting rights on the central coordinating committee for the Project.

Student input to curriculum modification aided in results which included expanded course offerings at the junior high school, initiation of the grade-free evaluation approach at Thurston Junior High, refinement of the "House" interaction groups, and a general improvement in learner attitude toward learning and school, particularly in the Thurston and Hamlin junior high schools.

D. Community Involvement

In addition to parents, many other members of the business and industrial community participated in the Project. These people served as a primary resource of occupational, citizen, family and avocational information. Representatives of civic organizations, the police departments, churches and others served on advisory committees, planning task forces, and study groups. The extent of resource person use in and out of buildings is immeasurable. Hundreds of people participated at all program levels over the three-year project period.

In this case again, the principle of involvement was at work while results in terms of community attitude are difficult to measure and document, it is fair to relate that there is an evident pride among many more members of the surrounding community in their schools and the programs of those schools than there was prior to this Project. A pool of regularly available resource people is identified, and they are used by teachers and administrators in a variety of ways, both in and out of school.

The key strategies for involvement of community members and parents center around providing INFORMATION, then designing specific methods for their INVOLVEMENT. Such strategies are most successfully worked out between school people and representatives of the community. A key point is that people must be asked to do something specific, must know when and where they are to do it, and what the

conditions will be. It is counter-productive to make a general invitation for assistance and support, and then to fail to utilize every person who has indicated an interest and willingness to participate. Planning for a project of this nature must give careful attention to the details of community participation in terms of needs, available human and material resources, and the proper matching of needs with resources.

II. The Planning Dimension

Project planning has been described to some extent in the foregoing section on process. In general, the planning dimension of Project C.O.R.E. centered on a participatory management style which required involvement of project staff, district administrators, building administrators, teaching staff, parents, students and community representatives in a setting which would maximize the talents and experiences of all.

A. Building Level Planning

The crux of the planning dimension centered on building planning teams composed of teachers and administrators. A Project staff member was assigned as liaison and support to each such team, and assisted in all aspects of planning coordination. Teams ranged in size from 5 to 9 persons, which were, in the final analysis, a good size to work with.

In support of building teams were departmental planning sub-committees. At least one member of the building team was on such subject area committees, and generally chaired planning sessions. Parents and students were also included and project staff met with these committees as often as schedules would allow. Products of these efforts were submitted to the building team, then to the central coordinating committee for final approval.

The integrity of the school building was retained very effectively through this planning approach. Each building was able to produce plans and programs unique to its needs, and still operate within the frame-of-reference of the total project. This strategy also enhanced the development of a sense of pride in accomplishment which in turn accelerated the change process within buildings.

B. District Level Planning

Project C.O.R.E. was designed to encompass all learning levels, grades 1 through 14. However, because of the size, scope and nature of the project, the funds available, the present status of curriculum at the various levels in terms of career education, and the size of the pilot district, a three phase development plan was agreed to early in the planning process.

The decision to begin the project at the middle school or junior high level appears to have been justified for a number of reasons. In Springfield, the junior highs offered a pilot population of approximately 2500 learners and 150 staff. It was seen as a "middle-ground" in the schooling process, from which ideas and strategies could be produced for later modification and adoption at the two levels on either side...namely, elementary and high school. Also, there was an initial enthusiasm on the part of junior high administrators which seemed to exceed that of people at the other levels. While this will vary from district to district, the potential user-adopter should keep in mind that enthusiasm and interest are high priority considerations.

While the initial planning and development level focus was to be at the junior high level, the central coordinating committee included high school and elementary representatives. These leaders were involved in decision which would eventually affect them (in the second and third years of the Project) and tended to take an active role in the decision making and planning processes.

The over-all plan called for the high school level to be the focus during year two, and the elementary during year three. This pattern was followed. However, the elementary level did begin a pilot career awareness project which ran concurrent to developments in year two, and was fully consistent with the over-all planning effort. This "early" start enabled the elementary program to move ahead more rapidly than had earlier been anticipated. Because funds were made available for this effort from outside the project (from the State Department of Education) there was no early drain on project resources.

The three phase plan briefly described above is recommended to the potential adopting district for several reasons. The first is

manageability. It would have been very difficult to deal with the "differences" among these levels all at once. Those differences are numerous and significant enough, from the standpoint of reasonableness, that the project initiator should establish early priorities for the amount and nature of the "pieces" of his total project. Unless unlimited financial and staff resources are available, the "total school system modification process" will be impossible for most in less than a three to five year period. A second important reason for phasing the operation to start with junior high was specific to the Springfield situation. Prior to Project C.O.R.E.'s inception in the district, a strong dollar and personnel resource commitment to vocational education at the two high schools had been made by the Board of Education. The career cluster programs were growing in numbers. It seemed important that the junior high learners be given, as soon as possible, some exploratory preparation and experience to get him ready to make the choice of career cluster, college preparatory or a combination of the two. These two factors, plus the earlier statement about "interest and readiness" seemed to be important factors in the decision to proceed in three phases, as was done... and apparently successfully.

APPENDIX I

Major Activity Schedule Project C.O.R.E.

1. Project approval from USOE and appointment of project staff. May and June, 1969.

2. Search for project school district. July - September, 1969.

3. Search of related projects and materials. June - July, 1969.

4. Publishing bibliography of related projects and materials. August, 1969.

5. Identify Springfield Public Schools as project school, and receive school board approval. October, 1969.

6. Planning program and fiscal arrangements with Springfield Public Schools. November - December, 1969.

7. Individual Junior High Schools in Springfield develop plans of action. January - March, 1970.

8. Conference at OSU on Career Information Systems. March, 1970.

9. Planning summer inservice. April - May, 1970.

10. Planning grant from State Department for writing proposal for a Career Information System for the State of Oregon. May, 1970.

11. Junior High staff inservice. June - August, 1970.

12. Senior High building planning. June - November, 1970.

13. Junior High curriculum development. September, 1970.

14. Planning and organizing Springfield documentation and evaluation. October, 1970.

15. Organization of Career Information System Board of Directors. June, 1970.

16. Career Information System for the State of Oregon proposal writing. June - September, 1970.

17. Planning teacher preservice programs in career education. October - December, 1970.

18. Cooperative planning for career awareness programs for pre and inservice with OSU Division of Elementary Education. January - June, 1971.

19. State Department of Education approval to write career exploration guidelines.

20. Development of career exploration guidelines with State Department of Education. March - May, 1971.

21. Inservice classes for Springfield personnel. March - May, 1971.

22. Planning summer inservice program for Springfield personnel. March - May, 1971.

23. Development of the elementary career awareness plan. March - May, 1971.

24. Development and approval of state-wide career education teacher preservice plan. March - May, 1971.

25. Career education pilot class offered undergraduates at OSU. March - May, 1971.

26. Inservice and curriculum development for Springfield Junior and Senior High personnel. June - August, 1971.

27. Elementary career awareness curriculum development. June - August, 1971.

28. Interinstitutional Committee on career education appointed by Chancellor for planning teacher preservice programs. June - August, 1971.

29. Career Information System for the State of Oregon proposal approved by the Bureau of Labor for funding. June - August, 1971.

30. Occupational Information Access System (OIAS) made available to schools and placed in each Junior and Senior High in Springfield. September - November, 1971.

31. Staffing and administration policy established for CIS. September - November, 1971.

32. Interinstitutional Committee inservice and planning. September - December, 1971.

33. Approval by OSU Curriculum council to offer VEd 300X career education to undergraduates. June - August, 1971.

34. Career education VEd 300X taught to OSU undergraduates.

35. Internal documentation by individual Junior and High Schools in Springfield. September - Dember, 1971.

36. Curriculum development by Springfield staffs. September - November, 1971.

37. Planning careers centered group guidance program by Springfield teachers and administrators.

38. Completion of internal documentation by Springfield. January - March, 1972.

39. Planning external evaluation for Springfield Schools by outside evaluation team. January - March, 1972.

40. Planning assessment of C.O.R.E. acceptance by population groups in Springfield. December - February, 1972.

41. Developing materials, further policy planning, and contacting potential users. December - February, 1972.

42. Continued planning and study of potential preservice programs in career education at each institution. December - February, 1972.

43. Career education offered at OSU winter term. January - March, 1972.

44. Continued planning with administrators, counselors and teachers on group guidance. December - February, 1972.

45. External evaluation conducted in Springfield by team of outside consultants. March - May, 1972.

46. Conduct study to assess the acceptance of the C.O.R.E. concept in the Springfield Junior Highs. March - May, 1972.

47. Inservice and planning for administrators, counselors and teachers for group guidance component. March - May, 1972.

48. Developing of CIS materials, planning implementation and contacting potential users. March - May, 1972.

49. Recommendations and institutional plans submitted to Chancellor's office by Interinstitutional Committee on career education. April - May, 1972.

50. Career education VEd 300X offered at OSU spring term. March - May, 1972.

51. Graduate course offered at OSU in career education. March - May, 1972.

52. Planning for the incorporation of VEd 300X career education into the School of Education, OSU. To make part of the educational foundations block. March - May, 1972.

53. External assessment of the elementary career awareness component in Springfield. March - May, 1972.

54. Inservice for elementary staff in career awareness at Springfield. March - May, 1972.

55. Approval of 1972-73 plan for continued curriculum development in career awareness in Springfield by State Department of Education. March - May, 1972.

56. Completion of assessment materials. June - August, 1972.

57. Curriculum development in elemtary career awareness at Springfield. June - August, 1972.

58. Development of materials for instruction in career education in Springfield. June - August, 1972.

59. Development of group guidance materials and planning instruction strategies by administrators, counselors and Junior and Senior High teachers in Springfield. June - August, 1972.

60. Demonstration of OIAS and other CIS materials to the State Department of Education and Oregon State University personnel. June - August, 1972.

61. Summer inservice classes in career education at state institutions. June - August, 1972.

62. Inservice classes in career education at OSU planning career education preservice program at OSU.

63. Submit final report to USOE.

APPENDIX II

BIBLIOGRAPHY OF MAJOR PRINTED MATERIALS

A. Curriculum Materials

1. Teacher Guide for Career Awareness in the Elementary Schools, June, 1971. Developed and implemented by Brattain and Mt. Vernon Elementary Schools. (To be revised in June 1972.) Available through Career Education, State Department of Education, Salem, Oregon.

2. Career Counseling - a guide for teachers, Summer 1971. Developed by Thurston High School staff. Available through Springfield School District #19, Springfield, Oregon.

3. Thurston Junior High Course Descriptions and Objectives. 1971. Available through Springfield School District #19, Springfield, Oregon.

4. Guidelines for an Exploratory Career Education Program - Grades 7-10. Developed by Chuck Crone and Springfield staff in cooperation with C.O.R.E. and the Oregon Department of Education. October 1971. Available through ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.

5. Exploration in Careers Education: Instructional Packages. 1971. Grades 7-10. (Louise Hagebush and Helen Cornelius). Available through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.
   Understanding the Career Cluster Concept
   Understanding the Occupational Cluster - Mechanics
   Understanding the Career Cluster - Health Occupations
   Career Cluster - Agriculture FORESTRY
   Understanding the Career Cluster - Metals
   Career Cluster - Secretarial
   Understanding the Career Cluster - Marketing
   Understanding the Career Cluster - Agriculture
   Learning to Write a Task Analysis of Occupations
   Becoming Employable
   Management Related to the World of Work
   Occupations Related to Food and Nutrition
   Occupations Related to Clothing and Textiles
   Occupations Related to Child Care and Development
   Vocations Related to Art in Environment
   Color: One Element of Design

6. Thurstonia, Timothy James. Relates to Citizen Life Role. Grades 7-10. 1971. Available through Springfield School District #19, Springfield, Oregon.

7. J.O.G. (Jobs on Graduation) - Studies in Work and Leisure. Darl Hunt. English Department Course emphasizing World of Work. Grades 10-12. 1971. Available through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.

8. Law and Order, Darryl Gordon. Grades 7-9. 1970. Available through Springfield School District #19, Springfield, Oregon.

9. Life, Richard Vanderzanden. Grades 7-9. 1970. Available through Springfield School District #19, Springfield, Oregon.

10. 7th Grade Homeliving for Boys, Helen Cornelius. 1970. Available through Springfield School District #19, Springfield, Oregon.

11. Money, Marbles and Chalk, Margaret Ellis. Grades 7-9. 1970 Available through Springfield School District #19, Springfield, Oregon.

12. Careers Centered Group Guidance Materials. 1972. Available through Springfield School District #19, Springfield, Oregon, ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University, and Project C.O.R.E., Division of Vocational, Adult and Community College Education, Oregon State University.

13. A Viable Process for Career Decision Making, Frank Alexander, Bill Morrisette and Bobbie Newman. Grades 10-12. 1972. Available through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.

B. Reports

1. Long Range Plan for Career Education, School District #19, May 1971. Available through Career Education, State Department of Education, Salem, Oregon.

2. Listings of Curricular Changes and Student Activities in the Six Secondary Buildings, Springfield, Oregon. Developed by Jean Massie and building staff members, April 1972. Available

through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.

3. Documentation of Project Activities in the Six Secondary Buildings, Springfield, Oregon. Developed by Jean Messle and building staff members, April 1972. Available through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.

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APPENDIX III

PROCEDURE FOR SELECTING PROJECT SCHOOLS

Criteria for Consideration:

1. Comprehensive District 1-12 within a community college region.

2. Demonstrated interest in educational change.

3. Within reasonable distance from Oregon State University.

4. Demographic makeup which represented a rural, suburban and urban population, and varying economic levels.

5. Had the potential and demonstrated concern for developing a careers education program.

Procedures for Selection:

1. Development of selection guidelines by project staff and Executive Board.

2. Initial contacts of possible districts that might be considered and voluntary contacts by other districts.

3. Visitation to potential districts by project staff to explain the project and assess the district's potential.

4. Final screening of possible sites by project staff (five districts).

5. Conference with the five selected districts with project staff and Executive Board.

6. Final selection of local districts by project staff and Executive Board.

Springfield School District #19, Springfield, Oregon, was selected as the project district. Springfield most nearly met the guidelines established earlier. The district, located approximately 50 miles south of Oregon State University in the Eugene, Oregon metropolitan area, has a total school population of approximately 10,000 students. These students attend 15 elementary schools, four junior high schools and two high schools. The district is located within five miles of Lane Community College and within three miles of the University of Oregon. The economy is primarily based on the lumbering industry, agriculture and related services.

APPENDIX IV

MAJOR DISSEMINATION ACTIVITIES

In-state in-service and pre-service activities:

1. Tigard School District, Oregon
   Career awareness and exploratory exemplary program

2. Pleasant Hill School District, Oregon
   Career awareness research program

3. David Douglas School District, Oregon
   Career education exemplary program

4. Portland School District, Oregon
   Career education exemplary program

5. Lincoln County School District, Oregon
   Career education and consumer education in-service program

6. Oregon conferences for counselors
   on career education, a series of regional conferences sponsored by the Oregon Board of Education

7. Externs in vocational education leadership
   at Oregon State University

8. Oregon Association of School Administrators Conference
   at Oregon State University

9. Oregon Board of Education, Career Education and Instructional Services Divisions

10. Eastern Oregon College of Education
    In-service in career awareness

11. Oregon State University, career education course each term for undergraduates

12. Oregon State University, career education course for graduate students

13. University of Oregon career education presentations to various classes

Out-of-state activities:

1. Washoe County, Nevada, career education exemplary program

2. New Mexico State Department of Education Vocational Education and Instructional Services

3. Owensboro, Kentucky, Regional exemplary program in career education

4. The Center for Occupational Education, North Carolina State University, programs of excellence in Career Education

5. American Personnel and Guidance Association National Convention

*Project Staff and Springfield personnel have made presentation to approximately 2,500 people during the project's last two years.

THURSTON JUNIOR HIGH SCHOOL

APPENDIX V
SUMMARY OF COURSE OFFERINGS

	1968-69	1969-70	1970-71	1971-72
COURSES Required	40 courses offered 7th - 5 (Eng., soc. st. block) 8th - 5 9th - 5	15 courses offered 7th - 5 (Eng., soc. st. block) 8th - 5 9th - 5	7th 8th 9th 8 9 7 During the year	7th 8th 9th 20 40 40 Required 9 weeks
	29 courses offered 7th grade must choose four or five combination classes	34 courses offered 7th - select 1 from choice of 5 - combin. 8th - select 2 from 12 9th - select 2 from 21	88 - 1st 9 weeks 110- 2nd 9 weeks 124- 3rd 9 weeks 120- 4th 9 weeks	117 - 1st 9 weeks 122 - 2nd 9 weeks
DURATION			1st Q | 2nd Q | 3rd Q | 4th Q	1st Q | 2nd Q | 3rd Q | 4th Q
36 week	65	50	25 | 25 | 25 | 25	28 | 28 | 28 | 28
18 week			4 | 4 | 1 | 1	4 | 4 | |
9 week	5	5	59 | 81 | 98 | 93	85 | 88 | |
GRADING OPTIONS	All on a 1-5 basis	1-5	Pass - No Credit 1-5 1-3 - No Credit	Pass - No Credit 1-5 1-3 - No credit
	The reason for the high number of classes: English was divided into high, medium high, medium, low, low remedial in 7th and 9th year. Social studies was divided into same grouping in year 7.	Grouping was high, medium, low and remedial		

BRIGGS JUNIOR HIGH SCHOOL	SUMMARY OF COURSE OFFERINGS			
	1968-69	1969-70	1970-71	1971-72
COURSES				
Required	24	22	21	13
Elective	39	40	60	57
DURATION	All Semester	All Semester	Semester	
			Three 9 week courses	
			All other Semester	
GRADING OPTIONS	All 1-5	All 1-5	Student has choice of any 2 for SU	Student has choice of any 2 for SU

HAMLIN JUNIOR HIGH SCHOOL

SUMMARY OF COURSE OFFERINGS

	1968-69			1969-70			1970-71			1971-72		
	7th	8th	9th	7th	8th	9th	7th	8th	9th	7th	8th	9th
COURSES												
Required	9	10	12	9	10	12	1- 9 2-12	22 20	27 29	1- 12 2-	25	28
Elective	8	17	29	8	17	30	8	1-39 2-37	48 50	1- 9 2-	43	54
DURATION	1 yr	1 yr	3-Sem. 1 yr on remainder	1 yr	1 yr	3-Sem. 1 yr on remainder	5-Sem 1 yr on remainder	21-Sem 1 yr on remainder	25-Sem 1 yr on remainder	4-Sem 1 yr on remainder	21-Sem 1 yr on remainder	24-Sem 1 yr on remainder
GRADING OPTIONS	1-2-3-4-5			1-2-3-4-5 S-U = Typing Remedia Math and Reading			1-2-3-4-5 S-U = Social Studies Math English Written Evaluations (open)			1-2-3-4-5 S-U = Open to anyone Written Evaluations (open)		

SPRINGFIELD JUNIOR HIGH SCHOOL	SUMMARY OF COURSE OFFERINGS			
	1968-69	1969-70	1970-71	1971-72
COURSES				
Required	16	12	9	7
Elective	14	23	41	53
DURATION				
9 weeks	4	6	18	34
18 weeks	0	2	2	7
36 weeks	26	27	30	12
GRADING OPTIONS	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5 one option of S/U (satisfactory/unsatisfactory) for SUTOE	1,2,3,4,5 one option of S/U for SUTOE

SPRINGFIELD HIGH SCHOOL	SUMMARY OF COURSE OFFERINGS			
	1968-69	1969-70	1970-71	1971-72
COURSES				
Required	6	6	6	6
Elective	78	102	119	159
DURATION				
12 Weeks	3	3	0	0
18 Weeks	8	32	71	130
36 Weeks	73	73	54	35
GRADING OPTIONS	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5 Pass/No Pass One Class/Sem.	1,2,3,4,5 Pass/No Pass One Class/Sem.

THURSTON SENIOR HIGH SCHOOL	SUMMARY OF COURSE OFFERINGS			
	1968-69	1969-70	1970-71	1971-72
COURSES (No. of)	100	107	159	183
Required	89	96	20 (12 are 9 wk. (courses in (English -	22
Elective	11	11	139 (requirement (is - choice of (courses in a (certain (category	161
DURATION			(3 courses are (9-36 weeks	(4 courses are (9-36 weeks
9 weeks	0	0	49 (option	83 (option
Semester	6	17	18	14
Year	94	90	92	86
GRADING OPTIONS	1,2,3,4,5 only	1,2,3,4,5 only	1,2,3,4,5 only	(a) 1,2,3,4, no record (b) Pass, No record Students can take 1 course per semester under the Pass, No record option

NOTE: The increase in courses offered and the introduction of 9 weeks courses in 1970-1971 school year was almost entirely due to the English program changes. Also not all 9 weeks courses are taught each time. The 1971-72 increase was mostly due to both English and Social Studies program changes.

APPENDIX VI

SUMMARY OF REQUIRED COURSE ALTERATION
IN SIX SECONDARY SCHOOLS

		Required Courses	Elective Courses	DURATION 9 Weeks	18 Weeks	36 Weeks	Grading Options 1-2-3-4-5	One S/U	Two S/U	Pass - No Credit	One Pass - No Pass 1-2-3	1-2-3-4 - No Pass	Pass - No Pass
Briggs Junior	1968-69	24	39			all	X						
	1970-71	13	57			all	X		X				
Hamlin Junior	1968-69	31	54	remainder	3		X						
	1970-71	37	106	remainder	49		X	X					
Springfield Junior	1968-69	16	14	4		26	X						
	1970-71	7	53	34	7	12	X	X					
Thurston Junior	1968-69	40	*29	5		65	X						
	1970-71	25	122	88	4	28	X			X	X		
Springfield Senior	1968-69	6	78	3	8	73	X						
	1970-71	6	159	0	130	35	X				X		
Thurston Senior	1968-69	89	22	0	6	94	X						
	1970-71	11	161	83	14	86					X		

*The high number of these classes is based on options in choices of required classes and in class division based on ability groupings.

See: Documentation of Project Activities in the Six Secondary Buildings, Springfield, Oregon, April, 1972. Available from ERIC Clearinghouse, The Center for Vocational-Technical Education, The Ohio State University.

APPENDIX VII
THREE YEARS OF CHANGE IN THE SPRINGFIELD PUBLIC SCHOOLS
SPRINGFIELD, OREGON

SUTOE

1968-69: 1 junior high school, 200 students
1971-72: required in 2 junior highs, elective in 2 junior highs
95% of ninth graders are enrolled, 720 students

SUTOE Guide available from Oregon Board of Education, Salem, $2.50 each.

Cooperative Work Experience

1969-70: 40 students
1970-71: 110 students
1971-72: 132 students

Cooperative Work Experience Guide available from Oregon Board of Education, Salem, $2.50 each.

Career Clusters

1969-70: 7 clusters at Springfield High School, 6 clusters at Thurston High School; 18% juniors and seniors
1970-71: 8 clusters at Springfield High School, 8 clusters at Thurston Junior High School; 21% juniors and seniors
1971-72: 8 clusters at Springfield High School, 7 clusters at Thurston Junior High School; 32% juniors and seniors
1972-73: 10 clusters at Springfield High School, 8 clusters at Thurston Junior High School; 38% juniors and seniors.

Cluster Guides available from the Oregon Board of Education, Salem, $2.50 each.

Career Awareness

1971-72: 2 elementary schools, 670 students
1972-73: 3 elementary schools, 1,000 students
Summer 1972: 12 or 14 elementary principals attended Summer Workshop held at Oregon State University on Career Awareness in the Elementary School.
1972-73 All elementary buildings will be involved in in-service activities to develop plans of implementation for the 1973-74 school year.

Teacher Guide for Career Awareness in the Elementary Schools, Revised June 1972. Will be submitted to ERIC Clearinghouse, The Center for Vocational-Technical Education, The Ohio State University.

Group Guidance Workshop

Junior High School:

1971-72: 2 counselors and 2 administrators from each junior high met three times to develop plans for summer workshop.

Summer

1972: 26 junior high staff members involved in summer workshop to prepare materials in the areas of decision making, communication skills, student orientation, student assessment, and careers and life roles information.

1972-73: Implementation of guidance materials into curriculum; full-scale implementation in one junior high affecting about 580 students; implementation in other junior highs will affect varying amounts of students.

Senior High School:

Summer

1972: 41 counselors, two from each of the senior high schools met for two weeks concerning group guidance activities in the senior high school.

1972-73: Each high school will have a program in decision making.

Thurston High will use the Decisions Program with two sophomore classes; Springfield will have a career guidance class in the social studies department.

Guidance Materials with Focus at the Junior High School, Summer 1972. Will be submitted to ERIC Clearinghouse, The Center for Vocational-Technical Education, The Ohio State University.

Staff In-Service

All district staff have been touched by in-service activities. The three buildings with the highest concentration of in-service activities are: Thurston Junior High, Brattain Elementary, and Mount Vernon Elementary School. In-service activities have related to careers, life roles, writing behavioral objectives, writing learning packages, communications skills, and a careers speaker at the district level in-service meeting.

Community Involvement

Each junior high has had at least one-half day of released time during which the staff members met with students and parents to discuss student needs, school objectives, etc. Approximately 50 parents and 60 students were involved in this curriculum planning.

There have been many other instances of community member involvement including home visitations, coffee hours in community members' homes, etc. For further information see: Documentation of Project Activities In The Six Secondary Buildings, Springfield, Oregon, April 1972. Available from ERIC Clearinghouse, The Center for Vocational-Technical Education, The Ohio State University.

1970-71: Thurston Junior High established an advisory committee for each of the four life roles. The committees are composed of 2 staff members, 1 high school student, and 1 community college student.

Fall 1971: Parent Effectiveness Training involving 9 staff and 9 parents.

1971-72: Springfield Junior High School held Activity Nights once a month for community members, students, and staff. Speakers were invited and there were several options of activities for those who attended. At one of the most widely attended sessions, approximately 250 community members and 150 students attended.